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JOURNAL OF EDUCATION

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Articles in This Issue

What Is a Progressive School?

Answers by BURTON P. FOWLER, HENRY W. HOLMES, GEORGE F. ARPS, EUGENE R. SMITH, ALEXANDER C. ROBERTS, A. L. THRELKELD, J. ASBURY PITMAN

Research, the Fourth "R" — DANIEL P. EGINTON

Children as Town Planners — CAPTAIN PERCY R. CREED

Cramming Young Craniums — A. G. WADLEIGH

Radio Plays, in School and Out — FRANKLIN DUNHAM

Planting for Social Growth — RUSSELL V. BURKHARD

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JOURNAL OF EDUCATION

ALBERT E. WINSHIP and ANSON W. BELDING
Editors

ISOBEL R. LAY
Managing Editor

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Views and News

Maybe you have wondered, as one business man did, just what is a "progressive" school. Where is the line to be drawn? The definitions on pages 572 and 573 represent the best thought of some of the best authorities. Other definitions will follow in the first November number.

•

Maybe you are one of those who think that too much emphasis has been laid upon research. If so, you will be shocked to hear research rated as the Fourth "R," in Dr. Eginton's article (page 574), but — read it.

•

Most American cities have "jes' growed," and the guiding principle of their growth has been immediate utility rather than beauty, health or enduring values. The Game Plan is starting out to do what the town planners haven't yet been able to accomplish. See page 576 for the first account of this project to appear in any magazine.

•

A. G. Wadleigh of Los Angeles does upbraid the present educational system pretty severely. But that side of the story needs to be told occasionally lest we become too smug. "Cramming Young Craniums" awaits you on page 577.

•

Franklin Dunham of the National Broadcasting Company has done much to bring out the educational possibilities of radio. He writes illuminatingly of plays that are seen with the ears. Page 580.

•

Appraisal leads to praise of a well known society of young folks whose motto is "I Serve." The praiseful appraiser is Russell V. Burkhard, and his article appears on page 582.

•

When Secretary Doak of the Department of Labor issued his dictum against foreign students in this country earning money, he little realized the number or strength of the protests which the American sense of fair play would bring forth. The story is told on the first page of our "News Digest." A great many other matters of current interest are briefly and interestingly treated in that much appreciated section of the Journal.

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JOURNAL OF EDUCATION

Editorials

By Albert E. Winship

Unprecedented Opportunity

IN THREE weeks between September 7 and 28 I had an experience far beyond any in the fifty-seven years since the first of my 140 transcontinental studies of American education.

On September 7, on the forty-third year since my first appearance in the city, I addressed the opening Institute of the year in Birmingham, Alabama, which has had only two superintendents in these forty-three years, and Dr. Charles B. Glenn, the present superintendent, has to his credit in recent months the honor of having established a system of having pupils and students reach 100 per cent. in school attainment and 100 per cent. in city achievement in the culture and character of the entire citizenry in one-tenth of the entire population of the state.

Thereafter I was in Atlanta and Milledgeville, Georgia; the State University of Florida, which will add a $350,000 building to its campus this year; Lafayette, Louisiana State Teachers College, where Dr. Edwin L. Stephens has, in thirty-two years, created one of the most important educational institutions in the South; Baton Rouge, the throne of Thomas H. Harris, state superintendent, with three years more to serve to round out twenty-five years as state superintendent; at Houston and Galveston, Texas. Houston is the largest city in the largest state in the Union; Memphis and Shelby County with its wonderful achievements, and the Kentucky Teachers College at Richmond, which has national fame in many attainments.

Three weeks in such states, cities, counties, colleges and universities, with such leaders in education, is an experience that gives a glorious thrill to a man of more than eighty-seven years.

• • •

Re-Adjusted America

AMERICA has readjusted itself in the last fifteen years. It has become a sectionalized country.

The cities, with millions of people, have lost their dominance and their domineerance.

Geographical sections are now civically and socially dominant.

The recovery of business is a matter of leadership of sections. New England demonstrates a financial stability, and the corn belt asserts itself in a unique "Holiday" demonstration.

This readjustment is making new demands for caution in the promotion of character and culture schemes through the schools.

• • •

Educate the Public

UNLESS the public is educated nothing is achieved. The restlessness of the present time leaves everything unsettled until the community is satisfied that its interests are protected.

The fame of Birmingham, Alabama, schools has been attained because whatever has been taught in the schools has been taught to the public at the same time. In a city of nearly a quarter of a million people there is not one man who will be boisterous or a rowdy at any athletic game, no matter how exciting it is.

Everything in Birmingham schools is taught so thoroughly and the results are so universal that the entire citizenship is educated.

The process is very simple. In a given day, according to schedule, every teacher teaches the pupils one thing. For instance, on a given day every teacher in the city said to her class: "No gentleman ever keeps his seat in any public conveyance or public audience if a cripple is standing near." The teacher says: "I want my pupils to be gentlemen. As soon as any of you is sure that he will never sit if a cripple is standing, I want to know it." In a very short time the class is 100 per cent., the school is 100 per cent., the school district is 100 per cent., and the city is 100 per cent.

The sportsmanship spirit of Birmingham was created in this way. Erskine Ramsey, chairman of the school committee, offered a beautiful silver loving cup to the school that never, under any condition, was disorderly at any athletic game. It was only a question of time before every school in the city was striving to obtain that cup, and the public was just as much interested in having the school of its neighborhood win it as the pupils were, and they were just as careful of their own influence in the championship race as the schools were.

• • •

One Man School

ONE of the established rules in one county in Tennessee is to have one man in every school of seven to nine grades who is never the principal. He is trained for physical culture and leadership. His whole time is devoted to doing things with the boys, having in mind always cul-

ture and character. A principal would have so many other duties that he could by no possibility give his entire time to individual boys. This one man has been trained to do this special thing. He is acquainted with every boy in the school, watches their activities and behavior. He has all sorts of classes and interests, varying them as he sees the need. Rarely does any boy start on the wrong path without comrades, and this man, who has no other duties but to watch the tendencies of groups of boys, can correct any tendency almost instantly by introducing some interesting and important activity—social, athletic, or economic.

• • •

Hand Washing

IN SHELBY County, Tennessee, Dr. Sue Powers, superintendent, has started a hand-washing-before-eating campaign. It is compulsory in several schools. Hand-washing machinery is provided so that twenty children can wash at a time. Every child has liquid soap instantly, washes his hands immediately, uses paper towel, and the group of twenty is through and out of the room in three minutes. We saw a school of five hundred boys and girls of all ages go through the hand-washing performance before going to the school luncheon, and it was the most systematic achievement of anything we have seen. Soon the entire county will be equipped with hand-washing opportunities. It requires very little time and no attention on the part of a teacher. Children fall in with it as naturally as they do rising at the signal of a bell.

• • •

The State, a University Campus

PRESIDENT TIGERT of the University of Florida makes the state a campus of the university. Whatever he introduces into the university activity is adapted to and adopted by every section of the state. In four years this practice has become accepted by every section and interest in the state, preachers as well as teachers, business and professional men. Fathers and mothers watch carefully to see what the university is doing, and automatically it is accepted as a requirement for families and neighborhoods. It is a joy to know a state as vitally devoted to the well-being of its citizens as is Florida, that has in four years established a spirit of devotion to the well-being of everybody in every way all the time.

• • •

The University Crisis

OF ALL present problems in education those of the university are the most serious.

The one-room school has easily broadened its horizon because its boys and girls must be prepared to go to schools of a larger unit, even to a high school.

The college is liable to think that its prestige is sacred since students of the learned professions must have the culture of the college in order to be accepted by the university for a professional degree.

The university has the conceit that it is the one level above which there is nothing for which education needs to aspire.

• • •

"Songs of a School Master"

JOHN G. THOMPSON, of Fitchburg, Massachusetts; Thomas E. Thompson of the University of California at Los Angeles, and Superintendent O. Scott Thompson of Compton, California, have an enviable record in progressive and masterful leadership in education, and the youngest of the trio issues a volume of "Songs of a Schoolmaster."

There are seventy-five delightful appreciations of teachers and schools, of children and youth from the cradle to college. We have read appreciatively these verses written from the joy of his first-born to the mature attainment of his children.

Youth is soul-stuff, sacred and untaught,
But pregnant with a power no one knows,
Some day the world will wake to see
The greatness early years would not disclose;
Oh! give him room, make way for earnest youth.
Be patient with his blundering childish ways,
For God alone can see what lies ahead
Down the long distance of uncounted days.

• • •

Science vs. Philosophy

WALTER GREENWOOD BEACH, in "Social Aims in a Changing World" (Stanford University Press) intensively and extensively studies the relation of scientific to philosophic education. It is a distinction which was never needed so universally as in the world crisis.

A quarter of a million dollars has been expended probably in the scientific study of mummies that are 6,000 years old. The researchers can tell how many toothaches the mummy represents. This is a very wonderful scientific achievement.

If Dr. W. S. Learned of the Carnegie Institute for the Advancement of Teaching has promoted realistic attainments in public education by elimination of a thousand idiotic phases of traditional measurement of educational values, that is a philosophic achievement.

"Social Aims" is philosophic. It is said vast millions of dollars are expended in aimless scientific adventures that clutter education with problems and projects with no philosophic aim.

In "Social Aims in a Changing World," Walter G. Beach distinguishes between philosophic aims and scientific discoveries that are important in estimating philosophic values.

The author of "Social Aims in a Changing World" seeks to reduce the confusion of the world crisis by a combination of science and philosophy.

Belding's Page

Hard Times and Hard Thinking

SCHOOLMEN are confronted with a twofold challenge, right now They must defend the schools from all who endeavor to belittle their work or to impair their usefulness. And they must see to it that, with whatever facilities are left to them, the schools continue to move forward toward greater and better accomplishment.

Nothing is so stimulating as to be stuck with an impossible problem and to solve it. How to do more with less is a proposition of precisely this sort. It looks imposible. Yet it may not be.

Some one has defined the word "chic" as the substitution of brains for money. The lack of money has caused a development of ingenuity in many individuals, not only in dress but in many aspects of personal and household management. The same ingenuity needs to be carried over into schools. If there is any one thing educators are supposed to have in abundance, it is brains. Never were these more needful than today. Education is not defeated. If it is half so important as those engaged in it believe it to be, it cannot be defeated.

But the supremacy of mind over matter was never demonstrated by minds that went to sleep when they should have been exercising.

St. Paul once wrote this advice: "Prove all things. Hold fast that which is good." Never was this advice more applicable than today. And never was it more likely to be heeded by educators, now that the necessity of it has been brought home to them by criticisms and by actual curtailments in revenue.

Intelligent leadership at this juncture will enable the schools to emerge more benefited than harmed by their experience.

• • •

Self-Regulation of Teachers

IN THE United States no central authority makes blanket prescriptions for schools of all communities. States do considerable regulating. But a large measure of discretion is left to local authorities. This enables local boards to match local requirements.

All communities are more or less alike in wishing teachers employed by them to be of sterling character and uplifting influence. But standards of conduct prevailing in one place may differ widely from those prevailing in another. Also—school boards are composed of members representing varying types of thought and conduct.

That is why we read, from time to time, that some board has laid down rules against teachers smoking, dancing, or attending bridge parties.

Any board has a right to demand pledges of teachers at the time of signing contracts. But a better practice is to select the kind of personnel desired, and avoid stipulations which are often a temptation to infraction. Teachers are not supposed to be children. They resent too close surveillance.

Most teachers can grasp the concept of their personal responsibility for their influence upon pupils and comport themselves accordingly.

• • •

A Game With an Aim

SPACE is gladly given in this issue to an article by Captain Percy R. Creed dealing with the "Game Plan," which has been devised to enlist the interest of children in the planning of their towns and cities.

This is something dynamic. It is educational. It calls for the exercise of imagination and creative skill. It directs the attention of boys and girls to the physical appearance of their communities. It opens their eyes to the ugly features which have sprung into being because somebody saw a way to make money and the citizens were too indifferent to protect their rights. It lifts juvenile thoughts to a fairer vision of what their cities may become.

Children who play the "Game Plan" will be benefited in a score of ways. For some of them this project may be the first step toward a lifelong interest in preserving and improving the heritage of beauty which belongs to them, their children, and their children's children.

What is better memorializing of George Washington, planner of our government and its capital city, than this simple but strategic plan?

Not only have inquiries about the "Game Plan" been sent to its sponsors from widely scattered places—China and Japan, for example—but a concrete experiment is already going on in Norfolk County of this state, with service clubs, schoolmen, planning experts and children enthusiastically working together.

Not often do people outside the schools contribute so worthwhile material for relating education with reality, as Mrs. Charles Sumner Bird has done, in fostering this "Game Plan."

Auson W. Belding

What Is a Progressive School?

The Editors submitted this question to a number of carefully selected authorities—educators who should know the answer. Below are printed some of the replies. Others will appear in the next issue of the Journal of Education.

BURTON P. FOWLER

Tower Hill School, Wilmington
President, Progressive Education Association, Washington, D. C.

The distinguishing feature of Progressive Education is the use of such subject matter, activities, or experiences as will aid the all round development of each child. Emphasis is placed on *development* as a self-active process under teacher guidance, as opposed to *training* under teacher direction.

Progressive Education, more specifically, aims at this development through a fourfold type of procedure which must be considered, however, as more philosophical than pedagogical, since it is concerned not with precise method but with a point of view. (1) Provision for the interrelated physical, mental, and emotional needs which must be met in every efficient individual. (2) Many experiences in group relationships which will result in a sensitiveness to social needs and a desire to have a part in meeting them. (3) Recognition of development as a self-active process by providing opportunity for the expression of the child's basic interests, his originality, his desire to do and think for himself. (4) Consideration of the home as an even more vital part of education than the school, and so striving constantly for the intelligent co-operation of parents. Parent education, one might even say adult education, is an integral part of the modern school.

A good deal of current misunderstanding of Progressive Education needs to be corrected by stating what it is not. It is not letting a child do as he pleases; it is not a private school movement, since some of the most significant progressive trends are now seen in our finest public schools; it does not imply very small classes, very rare teachers and high costs. There is abundant evidence to the contrary. Progressive Education is, moreover, not a label, such as S. P. C. A., W. C. T. U, Republican, or Socialist; it is rather an organized attempt to close the gap between sound educational theory and actual practice. This whole body of theory has probably never been more tersely summarized than by Dr. John Dewey when he tells us to "learn to act with and for others while you learn to think and judge for yourself."

•

HENRY W. HOLMES

Dean, Graduate School of Education, Harvard University.

A progressive school is one that has abandoned the external formalities and mechanisms of education, such as seats fixed in rows, exact grading and promotion by years, the measurement of everything a child does in terms of marks, teaching by the assignment of lessons in textbooks, and the hearing of them in class, and discipline of every sort by imposition of the teacher's will irrespective of the child's interest. In place of these external and artificial ways of keeping school a progressive school emphasizes freedom of movement for children, as natural and simple a life within the school as can be attained, and the substitution so far as possible of interest, enjoyment in work, and a sense of the real value of study for all ulterior motives and rewards and punishments.

Of course, there are all degrees of progressivism. Mrs. Marietta Johnson's schools at Fairhope, Alabama, and at Greenwich, Connecticut, went very far indeed. Dr. Eugene Smith's school continues to be recognizable as a school and yet is very progressive.

The essence of progressivism is the liberation of a child's energies in natural ways so that he actually lives while he learns.

•

GEORGE F. ARPS

Dean, College of Education, Ohio State University, Columbus, Ohio

A progressive school views children as growing organisms and as integrally related to all forms of life; adopts an experimental attitude rather than an attitude of indoctrination; regards subject matter as means rather than ends in human development; recognizes individual differences and selects subject matter appropriate to these differences; emphasizes the importance of creative activity versus pupil receptivity; stresses integrated and co-operative learning rather than rigid individualism; motivates learning comparable to motivated living; avoids slavery

to tradition and the worship of culture as a useless ornament.

•

EUGENE R. SMITH

Beaver Country Day School,
Chestnut Hill, Mass.

A "Progressive" School is one that tries to keep its procedure as nearly as possible in accordance with the best educational thought of the time. It therefore makes progress as educational theory develops, and changes as scientific investigation of educational problems determines the answers to previously unanswered questions.

Its only other fixed principle is that a school should fit the needs and possibilities of its pupils instead of confining the pupils by its own preconceived notions.

At any particular time there will be certain characteristics peculiar to progressive schools. At present freedom, self-activity, self-expression, self-discipline, all around development, use of scientific method, and development of civic responsibility are commonly associated with such schools.

•

ALEXANDER C. ROBERTS

President, State Teachers' College,
San Francisco, California

I submitted your question to Dr. F. F. Valentine, professor of education and dean of the upper division. Dean Valentine has furnished the following statement in regard to progressive schools, in which I concur fully:—

"Any educator will probably affirm that a progressive school is the kind of school that he advocates. There is certainly no standard type and there are varieties and degrees of progressivism. It is generally agreed that the more progressive schools are those that largely abandon formalism of instruction in favor of social and creative activities intended to provide natural growth for the child, and the encouragement of all his latent possibilities as an individual. The child is regarded not as a thing to be taught but as a developing personality."

•

A. L. THRELKELD

Superintendent,
Denver, Colorado

The question you submit from your business man friend, "What is a progressive school?" is certainly not easy of answer. All of us recognize the fact, I assume, that in education as in all other fields of human activity we have our progressives and our standpatters. But what divides these two groups? I suppose we would say that the progressives wish to go ahead while the standpatters wish to maintain the status quo. From this point of view, then, I should say the progressive school is any school that makes an earnest, intelligent effort to go ahead. From the point of view of this definition, progressive schools exist in varying degrees throughout our land. They are not uncommon.

But, after all, what is progress? No doubt, at the conclusion of this symposium and many, many more, the question will still remain. Under the heading "Flux, Process, and Progress, and Their Relativity to Man" in his "Source Book in the Philosophy of Education" Kilpatrick says, among other things, the following: "In still clearer fashion is the term *progress* relative to man. . . . Progress is thus a term applied by anyone to a process when he approves the result." I suspect it is only with this definition of progress as a basis that the progressive school can be defined.

•

J. ASBURY PITMAN

President, State Teachers' College,
Salem, Massachusetts

Your letter reached me in the land of Rousseau and Pestalozzi. I wonder whether they, in their time, were regarded as progressives and whether their educational creeds would square with those of the self-conscious progressives of today.

To express in a few words my conception of a progressive school is not easy, for any discussion of a controversial subject needs a certain amount of elaboration in order to prevent being misunderstood. However, you are entitled to my best effort. Here it is:—

As I see it, a progressive school is first of all a *school*. This implies a definite purpose and a consistent plan for the education of the individual child, whose interests and activities should always be regarded and used as means of his education. He should be educated under the guidance of a mature person who has been thoroughly trained for the profession of teaching. This mature teacher should have a complete and sympathetic understanding both of the present acts and states of the child and of their relation to his training as a future member of society. He should regard the direction and development of the child's interests and the creation of new interests as a sacred trust; and he should not be ashamed to think of himself as a leader of children or of a reasonably flexible curriculum as his chart and compass. The doctrine of the ultra-progressives that the child should always be allowed and encouraged to do what he pleases, when he pleases, and as he pleases is absolutely fallacious.

I shall be pleased to know what definitions your question brings forth, for I am devoting a considerable portion of my sabbatical half-year of absence from Salem to a study of so-called progressive education in the countries of Western Europe, although my major interest is in the methods employed in the professional training of teachers.

Research, the Fourth "R"

By DANIEL P. EGINTON

Assistant Supervisor in Research and Surveys
Connecticut State Board of Education

IT is generally agreed that the purpose of schools is to help boys and girls to live the richest and best life in our changing democracy. In practice, however, too often we neglect the real needs, interests, abilities, and problems of the pupils because we are too busy trying to teach them subject matter which we complacently assume is fitted to their needs. We have generally failed to realize that life, as Emerson said —"is a succession of lessons which must be lived to be understood." School life, in general, is an artificial rather than a real one!

One of the "lessons which must be lived" or abilities which will likely become increasingly more necessary in the future is the capacity to discover and solve genuine problems, i.e., to carry out researches. In spite of all of our marvelous advances in medicine, technology, industry, and science, we have made little progress in mastering our major social, economic, and political problems. We have still to solve such onerous problems as prohibition, war, crime, poverty, tariff, fair wages, wise use of leisure time, control of public utilities, unemployment, taxation, immigration, economic depression, lawlessness, sickness, illiteracy, correct governmental practices, mental depression and unhappiness in spite of the fact that we live in an age when we can rest in our over-stuffed divan and listen to the nightingale singing in the woods of England, can cross the Atlantic in thirty hours, and can buy sunshine in the form of vitamins. These are only a few of the numerous problems which the pupils now enrolled in our schools must solve if our American civilization or culture is to progress. They can be solved only by the continuous use of research methods! Pupils should begin to master these methods as soon as they enter school.

When we are ill physically we know that we must make an analysis of our weaknesses and carry out a program of remedial treatment. Although we are seriously ill mentally, socially, economically, and politically only in exceptional cases are the public schools adopting methods which help students to become conscious of their crucial personal and social problems, and to think critically about them. We are sadly in need of a type of school organization and teaching procedure which will provide opportunities for pupils to learn how to discover problems and to gather and interpret the facts or data which are needed to solve them, i.e., to become proficient in research methods. Real problems are often considered of secondary rather than of primary importance as our graduates seldom know or are seriously concerned about the staggering problems of humanity or about their own personal inefficiencies. They have been taught to believe blindly that if they learn their "lessons" they are acquiring a liberal education. Unfortunately, there is often little relationship between high traditional school marks and the traits of an educated person, such as power, understanding, capacity to think, and ethical character.

DANIEL P. EGINTON

There are several reasons which help to explain why the schools in general are teaching pupils *what* to think rather than *how* to think, how to detect and solve contemporary problems which loom up in the distance like gigantic monsters waiting to devour us unless we master them. A discussion of these reasons suggests the steps which should be taken for improvement.

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First, the teachers and other staff members in our schools have not been generally trained in the methods or technics of research so that they are able to sense real problems and know how to attack them scientifically. Their education has been a process of taking "courses" which have consisted largely in remembering what the book and professor said, rather than in surveying civilization, determining problems, and trying to solve them. In the future there must be much more emphasis on research work in the training of teachers so that they will become critical thinkers, keen observers, and masters of the tools and methods of research. Teachers who do not know how to think cannot possibly teach others the art of thinking! Unless students think they cannot grow!

Second, the typical school program divided into a number of separate, disconnected subjects in which lessons are recited from a textbook which outlines all the work and gives all of the problems does not provide the situations or environment favorable for pupils to experiment, to discover difficulties and work on real problems. In this type of program there is little time left to spend on the genuine needs or problems of boys and girls except as these are taken up by chance in the formal work of the school. The teacher accepts the responsibility for outlining all the work and seeing that pupils master it. There are few, often no, opportunities for pupils to learn how to initiate, plan, and judge because the teacher "robs" them of these experiences which are considered of little value for purposes of promoting growth.

Since adult life consists largely of initiating, planning, and judging activities, we are now beginning to realize that the schools must provide more opportunities for pupils to learn how to do these effectively. Schools must not organize their program around subjects but around the crucial needs or interests of boys and girls, helping them early to come in close contact with such social problems as have already been discussed and helping them to learn how to look for the facts and determine what they mean, rather than to accept uncritically and blindly all the prejudices, stereotyped ideas, and falsehoods about such matters as politics, religion, and sex which are now generally accepted as unquestionable truths.

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In order for teachers to get pupils to use research methods, they must be freed of the cramping effects of following a set course of study or a textbook, must have flexible and adjustable time schedules rather than be hampered by set inflexible ones and must adopt a different set of values from those which are now generally considered so important. Two of the paramount values will be the ability to think independently and tolerant understanding—not mere repetition of the facts. There is no place for formal lessons from textbooks in a program which is organized on the basis of problems, a program which many of our progressive schools are now more or less adopting.

Third, most schools do not have the library facilities or the equipment needed in order to carry out experiments or get the data that are necessary to solve problems. It is practically impossible for students to study many of our complex problems without the aid of a well-equipped library and a trained librarian. These are no longer considered a luxury in a modern school. They are a necessity if pupils are to go to original sources of data rather than rely upon the opinions of a few, often only one, prejudiced writer. As teachers abandon the formal textbook type of instruction and adopt modern methods of organizing work around the genuine and abiding interests or needs of pupils they find that pupils must have many books, pamphlets, circulars, reports, periodicals, and other materials which are usually found only in a real library. These must be provided in the future if children are not going to be handicapped in their educational opportunity. I recommend this as a worthwhile project for every Parent Teacher Association.

"Real problems are often considered of secondary rather than of primary importance as our graduates seldom know or are seriously concerned about the staggering problems of humanity or about their own personal inefficiencies. They have been taught to believe blindly that if they learn their 'lessons' they are acquiring a liberal education."

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"In the future there must be much more emphasis on research work in the training of teachers so that they will become critical thinkers, keen observers, and masters of the tools and methods of research. Teachers who do not know how to think cannot possibly teach others the art of thinking."

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Schools must be equipped so that pupils can carry out experiments with such things as electricity, machines, microscopes, animals, especially white rats used for studying problems of food values, chemicals, clothing materials, garden and farm products, and trees. These offer rich opportunities for interesting boys and girls in numerous activities or fields of information which will increase their understanding of their natural and social environment and of themselves; also to provide many vocational interests and abilities which may be much more valuable than their knowledge about the split infinitive, the Greek God of War, or the quadratic equation. We can no longer construct schoolhouses with only classrooms, an auditorium and gymnasium and expect satisfactory growth of boys and girls. There must be shops, science laboratories, provisions for home-training, a library, a small art museum, and other special rooms in accordance with the size of the community and its willingness and ability to provide a real educational plant.

In conclusion, then, in my judgment, we need to secure teachers who know how to think and conduct researches. Schools must adopt a type of educational method organized around real problems not subjects; and communities must provide a library and other equipment in order to help boys and girls to think critically and independently, which is our only hope for solving the problems of our civilization.

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Children as Town Planners

By CAPTAIN PERCY R. CREED

Secretary, Massachusetts George Washington Town Planning Committee, Boston

> "I am led to reflect how much more delightful to an undebauched mind is the task of making improvements on the earth than all the vainglory which can be acquired from ravaging it by the most uninterrupted career of conquests."
>
> —George Washington

DO you instruct your pupils in the planning and development of their town? If not, why not?

Before I essay to show why your answer to the first question should be "yes," let me pray in aid L. H. Chrisman, who, writing in the Journal of Education of October 3, says:—

"Learning is an adventure. It is traveling in new fields, and is a constant enrichment of experience. From its very nature it is not passive but active."

I will also call as witness David J. Heffernan, who, writing in the same issue, of the "Achievement" program in Cook County, Illinois, says:—

"The trend of all educators at the present time is toward the 'practical' courses. The pendulum swings toward achievement and we are prepared to guide the swing and shall not let it run, we hope, to the wide extreme that has characterized the swing toward the so-called 'cultural' courses. Culture is necessary—achievement is necessary."

Why not aim at a combination of the practical and the cultural? The Game Plan aims to achieve this combination.

Here is how the Game Plan introduces itself to the boys and girls of America:—

Just imagine! You have been asked to rebuild your town! It is a great honor, so do your best! You must build for the future! Picture your town one hundred years from now. What would you change to make it an ideal town in which to live? George Washington dreamed of our national capital. He planned the city that bears his name, and today, 150 years later, this city is nearing completion, just as he pictured it. Draw plans of your ideal town with its parks, homes, playgrounds, airports and streets for future traffic. Play this game of imagination which Washington played so well; and see how well you can rebuild your town.

The Game Plan involves three distinct exercises. The young people are asked

(1) To describe their town as they see it today.

(2) To describe the town of their imagination for the year 2032.

(3) To draw their plan for the town of their vision in the year 2032.

MRS. CHARLES SUMNER BIRD

It is unnecesary to unfold to any competent educator the rich mine of culture and practicality which lies hidden in these three objectives. The Game Plan is an adventure on which probably 20 per cent. of any group of boys and girls from twelve years of age upwards will joyously embark. This much we know already.

Perhaps you would like to know how the Game Plan came into being.

Mrs. Charles Sumner Bird of Walpole, Massachusetts, was appointed by the Governor of the State to serve on the Massachusetts George Washington Bicentennial Commission, and later as chairman of the Town Planning Committee of that Commission.

Mrs. Bird and her son, Charles Sumner Bird, Jr., and her family are not theorists in town planning. Through their munificence Walpole has a town forest of 1,000 acres and a park of which any millionaire might be proud, not to mention other developments in housing and the amenities which should go with a rational and healthy life. Mrs. Bird holds that merely to tell children of Washington's qualities and achievements without giving them the opportunity of feeling that they can *do* something to follow in his footsteps in a practical way is to starve the child's most valuable impulse,

the appetite for action. So she initiated and organized the Game Plan.

George Washington left a rich heritage to his country. He was the Master Planner of the American nation. Town Planning lies at present neglected in the cellar. It should occupy the place of honor in the civic shop-window. Would it not be an appropriate tribute to the memory of the Master Planner for educators to rescue town planning from its present ignominious obscurity? Educators are the only people who can accomplish this for reasons which I will try to set forth.

If the pioneers in town planning a generation ago had sought the co-operation of the educators it is safe to say that today there would not be jungles of filling stations, hot-dog stands, and billboards to deface the fair features of nature. The "practical" man, blatantly bidding the world bow down to his sacred principle of the-shortest-cut-to-the-nearest-dollar, would not still be able to work his hideous will. A generation would have arisen which would have realized that the "practical" man—assessed by his own standard—destroys ten dollars' worth of irreplaceable value for every dollar which he selfishly snatches for himself. An informed public opinion would know that the best investments—in dollars and cents—for a town are Health and Beauty. The development of American towns would today be controlled by citizens familiar with the principles on which real values can be conserved and handed on to those who come after. But alas! the pioneers of town planning saw fit to make a frontal attack on the adults, the only result of which has been to raise up a wall of resistance which you could hit with a hammer, and against which they continue to beat their heads in vain. The only hope of saving them—and the public—from themselves lies in the hands of those who control the education of American youth. Apart from the educational values inherent in giving the boys and girls a practical working knowledge of the proper development of their town, it would be impossible to exaggerate the importance of the service which educators can render to their country by putting town planning on the map. The Game Plan is a humble beginning towards this end. The Game Plan will no doubt go through many refining processes. It is an adventure for educators as well as for pupils, but there is this to be said for it so far. It has been endorsed by the State Commissioner of Education and the local educational authorities of Massachusetts; and by the Boy Scouts, Girl Scouts, Camp Fire Girls, and 4-H Clubs of this state. It is the exact fact to say that it has been heartily welcomed by every adult and juvenile organization to which it has been submitted.

Through the co-operation of school administrators and service clubs the Game Plan is in operation in a dozen towns in Norfolk County, and an exhibition will be held at Dedham, December 17. Prizes will be awarded for the best individual Game Plans, and for the town whose collective exhibit of Game Plans shows the highest quality.

A Game Plan and accompanying literature will be sent on receipt of 15 cents on application to the secretary, Massachusetts George Washington Town Planning Committee, Room 1019, 50 Congress Street, Boston, Massachusetts.

Cramming Young Craniums

By A. G. WADLEIGH

Frank Wiggins Trade School, Los Angeles

"WHAT are you going to do tonight?"

"Got to study my darn geometry and English—old lady Jones gave us fifteen problems and Brownie assigned three written exercises and five chapters in 'Ivanhoe' for Monday. Got some biology and chemistry, too."

"Each teacher thinks you should stay up all night for his pet subject, and don't realize that every other teacher is doing the same thing."

"Sure would like to quit school; most of the stuff is hooey anyhow."

"Well, so long, I'll be seein' you."

Such conversations are characteristic among young boys and young girls enrolled in large high schools. They are doubtless characteristic remarks of many youths. Such conversations do not differ materially from conversations of one or more generations ago. Have you ever stopped to think when they started? Have you ever questioned the validity of such feelings? Do you realize that under our system of education each succeeding generation of youth finds an increasing justification for these thoughts and comments? Do you realize that we are the victims of a mass education complex, rapidly approaching educational madness? Do you know that competent medical opinion prognosticates a race of neurasthenics and neurotics if we continue to accelerate the pace

at which we are driving the average youth of this nation?

We are the greatest believers in education of any nation in the world. This might be qualified by saying that we are the greatest believers in quantity education. Foreign writers and lecturers point their fingers at us and deplore our culture. We are accused of being uncouth dollar chasers. We react to this, among other ways, by crowding our children into a variety of educational pursuits in the hope that the next generation will be less uncouth and more cultured than the preceding one.

Educators sell us more subject matter for the same reason that insurance agents sell us more insurance—it is their stock in trade. Each succeeding generation sees a great variety of new food products on the market—the same is true of patent medicines. In both cases we are protected, within limits, by pure food laws. We wouldn't think of trying our children's gastronomic capacities with great overloads of either of these commodities, yet we docilely and even enthusiastically distend our children's mental capacities with untried and untested cerebral panaceas in the hope that they may enjoy the opportunities we never experienced.

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To be a teacher is to be a public servant; to dare to follow the dictates of an honest conscience as a teacher of youth is a God-given privilege. Men and women in the teaching profession throughout our country, anxious to hold their positions, frequently lack the courage to disrupt tradition or to rebel against the questionable practices and policies forced upon them. Many of them are aware that they are cogs in a machine which is increasing the tax burden and turning out an inferior student product as a result of both too many types of subject matter and too carelessly measured doses in the types they are providing. They must meet requirements in subject matter offered in order that their students may have been subjected, during their high school careers, to the varieties and to the standards demanded by the "next-in-line" institution of learning. They have discovered that protest often results in added requirements in both variety and quantity. This is mistakenly referred to as "raising the standards." The surprising anomaly is that the so-called raising of standards in our institutions of learning merely encourages more students and more parents to strive to meet these new and increased demands; the more unattainable a thing is made the more anxiously do we strive to attain it. For the most part educators have unconsciously taken advantage of this fact.

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Each year the number of tradition-circumvented educators satisfied with their own pet prejudices grows less. Aroused teachers are anxious to develop an ability in their students to think and to reason. They recognize that quantity education and crowding great masses through the same cold storage process is highly inefficient and costly. They believe that adults must do some thinking and studying to appreciate fully, and to understand fully, the futility of foisting adulthood subject matter on youth before that subject matter has an opportunity to become functional. They know with our foremost educational psychologist, Dr. Edward L. Thorndike, that education should be a continuous process and that no one under forty-five should hesitate to try to learn anything he wishes. The misinformation that little learning is possible after twenty has been completely exploded. Genuine educators know that the time for learning most things is when they are needed and wanted, and that rarely will abstract education rusted with disuse serve any value when an effort is made to put it to use.

"To be a teacher is to be a public servant; to dare to follow the dictates of an honest conscience as a teacher of youth is a God-given privilege. Men and women in the teaching profession throughout the country, anxious to hold their positions, frequently lack the courage to disrupt tradition or to rebel against questionable practices and policies forced upon them."

We parents and taxpayers and average men and women must do some genuinely hard and practical thinking. We must first get a new conception of culture. A little knowledge of this and a little knowledge of that may provide a veneer; an education limited to mere essentials, or an education closely confined to one line of work and wholly unassociated with the functioning of other types of human effort will constitute a frame work. We must recognize that some place between these extremes of mere veneer and mere frame work exists the possibility of building on the genuine solid piece that is both substantial and capable of taking a high and a lasting polish.

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We who pay taxes send our children to school at the earliest possible age. We keep them in school as long as we can manage it with our money and with their endurance. We do this frequently because of our conception of a culture acquisition. No matter how vague or how correct this culture concept may be in our minds it is a kind of altruistic reasoning. With this kind of reasoning our children are not merely unloaded on the school teachers to be rid of them at home. It may be hard to believe and surely more difficult to admit that we as parents are unwilling to sacrifice any of our time to intelligently encourage our children to discuss their school problems with us. Con-

One of the cartoons so effectively used in the Rugg Course

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scientious thinking teachers and administrators are helpless to pull the existing educational system and our apathy out of chaos unaided. Let us correct our thinking and arouse ourselves to action. It is our job as parents to provide the opportunity for these men and women to apply what they know.

Only with courage and clear thinking can exploitation be overcome in education. The coordinated efforts of aroused educators, far-seeing medical men, unbiased business men and understanding parents can and must relegate our existing pernicious system of pseudo education to its proper place in the history of an evolving society.

Radio Plays in School and Out

By FRANKLIN DUNHAM

National Broadcasting Company, New York

SOME of us are now engaged in the interesting experiment of trying to find out whether this new scientific medium, as Michael Pupin puts it, of "sound carried on the backs of electrical waves" has anything for formal education. In five years of experiment something should have developed. The sanest folk do not spend their time deriding the other fellow's ideas nor in envying his position, but rather in experimenting with radio—as much and as frequently as their jobs allow.

Radio plays are among the most popular forms of broadcast programs. At WMAQ (Chicago) they get 50 per cent. of the mail although they use only 12 per cent. of the time. The development of the *art* of radio, which is man-made, has been given, up to now, little credit. The *science* of radio, which is surely, as a discovery, a gift of God, has brought due and proper credit to all who have participated.

But, now that we've got it, the program is the thing! And here is a new, almost totally unexplored field of art.

WGY (Schenectady) lays claim to have produced the first series of plays written especially for radio, under the direction of E. T. Smith, now of WTAM. I remember watching experiments in old WJZ, in Newark, ten years ago on an occasion when I was a chance announcer. C. L. Menser, now of the National Broadcasting Company, Chicago, but then of New York, put on the first series of one-act plays adapted to the single medium of sound over a network, when he did "The First Dress Suit," by Metcalf, just three years ago. The college stations have been pioneers in the work also. Wisconsin, Minnesota, Illinois, California, Oregon, Washington, to mention only a few, have, either through their own facilities or those of national network, produced excellent listening dramas. Out of all these experiments, as Katherine Seymour tells us in her book, "How to Write for Radio," the elements discovered to be dealt with are (1) characteristic voices; (2) change in tempo and rhythm of voices; (3) lines which form character and describe action; (4) sound effects; and (5) atmosphere music. The proper combination of these mixed in the control room crucible, produce to the listener's inner eye, stage-setting, costumes, features and even gestures of the actors! How some of my friends who love the art of pantomime wish that the Lord would open up the minds of their audiences equally as well.

Analyzing the kind of radio drama on the air, we find (1) the historical drama—"Great Moments in History"—the sketches of episodes in Colonial history and others which are good examples of this form; (2) the thriller drama, "Rin-Tin-Tin" thriller, which children find so interesting, is one example of that. "The Malik Mysteries," "The Eno Crime Club," "Death Valley Days," "Sherlock Holmes," are examples, also. (3) The romantic drama; Lulu Vollmer's "Moonlight and Honeysuckle" is an excellent example of that; (4) the comedy dramas, "Penrod," "The Stebbins Boys," "Snoop and Peep," "Station Ku-Ku," are excellent examples of this form; (5) true life drama, "Clara, Lu and Em," "The Rise of the Goldbergs," "Hour at Seth Parker's," are good examples of this type; (6) show sketches are too numerous to mention, usually they go on once and are forgotten because of the lack of arrangement as a series; and finally (7) the Radio Strip, like "Amos and Andy," "Colonel Stoopnagle and Bud," who do their dozen minutes before the microphone daily.

I have not mentioned the most important feature of all—the pioneer effort on the part of the National Broadcasting Company to bring the greatest dramas of all time, adapted for radio performance, to the schools and the general public.

There has for three years been presented each season by the Radio Guild (after an average sixty hours' preparation and six to eight hours' rehearsal), the plays that are found on our high school and college reading lists. Time cannot dim the glory of these plays or their performances. Their radio performances are being listened to by hundreds of high schools and colieges everywhere in the country. The

Next to the Teacher—Books

By ANSON W. BELDING

Suppose our whole educational structure were suddenly blown away as by some economic hurricane. How would society set about restoring the loss?

A leader would emerge to take charge of education. He would gather the children into groups. He would see that teachers were provided for these groups. And he would call for books.

Some form of shelter would be improvised, though this might be delayed for a time if the weather were sufficiently mild. Various items of equipment would be desirable and would gradually be supplied.

But the fact remains that the combination of pupils, teachers and books would constitute a school, and that some very excellent progress could be made in such a school without any of the thousand and one other things we nowadays associate with the idea of schools. These other things are, for the most part, valuable aids to education. But the minimum list of absolute essentials could be made up without them.

To be sure the reduction might go still further. Some very good schooling might be given, for a while, without any books. The strain on the teacher would be considerable. And the teacher would need to be much above the average teacher of today to continue long or to succeed well in the absence of books.

Books are necessary. They supplement and sustain good teaching. They supply part of what is lacking in a teacher who fails to measure up.

No one denies the importance of books in education. Every one knows that some individuals, having no teacher to instruct them, have instructed themselves from books, and have risen to places of leadership and esteem.

Yet, important as books are; multiplied and improved as they have been through the enterprise of publishers, investigators and authors — books have been crowded into a small corner of the educational system.

The public still thinks of books as occupying a large place in the schools. That is why a mayoral candidate in the city of Chicago was able to win votes by promising to save the taxpayers a million dollars a year on textbooks alone; that sum being more than the whole cost of textbooks for that city in any given year.

Perhaps it is not strange that the public at large is easily misled about textbooks or that it swallows the claims of politicians who pledge impossible savings on textbooks.

But school authorities should know better. They should know that books make up less than two per cent. of the costs of public education in the United States. They should know that a single school building in an average city may cost more than all the textbooks used that year in all the cities, towns and hamlets of that State.

Books have been a convenient plaything for the politician and the demagogue. He has talked legislatures into standardizing textbooks for States. He has inaugurated free textbooks at public expense on the plea that this was the only way to distribute education equally.

And so we have a large percentage of our school children using soiled and worn books and getting, along with other germs, a germ of dislike for books.

Books are the best developed tool of education. They are the chief means of handing on the intellectual heritage of civilization.

Efficiency in the production and distribution of school texts has reduced their cost to a remarkably low point. Nothing else that the schools require can be had so cheaply as books.

Nowhere else in education does a dollar go so far as when it is invested in well prepared, properly selected books.

best preparation for listening as demonstrated from the use of these plays is: to study the play the week before, read it if you find opportunity the night before, listen to it on the daytime program, and go back to your copy of the play, if you wish, the next night.

The dramatic form has also been used for all sorts of radio class lessons. Among the most successful series have been the historical dramas of the American School of the Air, and the well-known dramatic lessons of WMAQ. Glimpses of history have been tried at Providence, Rhode Island, this year; this form is being used to help sell the schools to the people in "Our American Schools," the NEA series of broadcasts. A noteworthy production last year was the famous sketch, "Employing Teachers in Middleville."

Some schools put on their own plays over their own Centralized Radio Systems and learn both in the doing and the hearing.

The technique of the broadcast play is an art. The technique of listening has also become an art. Schools everywhere are mastering this art. With the extended use of the Educational Bulletin sent without charge by the National Broadcasting Company to all schools on request, that art shows every evidence of growth for the coming school year.

Planting for Social Growth

A Schoolman Looks at Junior Red Cross

By RUSSELL V. BURKHARD

Principal, F. A. Day Junior High School, Newtonville, Massachusetts

THE "getting" idea, the "accumulative" thought, the competitive spirit takes hold of our youth way down in the educational offering. Witness the marking systems, the heavy emphasis on credits and savings, contests of one school's records versus another, comparisons of children's academic prowess, and so, far into the night.

Professor I. L. Kandel of Columbia observes that most of the United States history is a record of individualistic progress. He says: "The cult of individualism which finds authority in its own wants and satisfactions is responsible for the excessive amount of crime, for the number of divorces, for the slackened control of family, for political corruption, for an economic situation based wholly on the competitive spirit."

Fortunately there is a new day dawning. Curriculum makers are casting about eagerly for purposeful experiences, for constructive doing opportunities. They are trying with increasing skills to build educational offerings consistent with, for instance, Harap's idea of the aim of education, "to help the person to do well those things which he will most likely need to do."

RUSSELL V. BURKHARD

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The modern schoolman knows that his business lies more and more in the field of good human relations. Of course his educational offering is going to develop the skills which modern society believes to be quite necessary, and it will strive for increasing thoroughness. But it is going deeper than that. It is going to teach children how to live with one another helpfully, how to create, how to express one's individualism, but yet respect the other fellow's personality and rights. It is going to emphasize the "giving" idea, rather than the "getting."

Perhaps the good old U. S. trade mark has had its style too cramped, so that it more closely resembles a dollar sign. It has been urged that we expand it to U S. As a philosophy it might be more helpful. It might help to shift the centre of interest from the individual to the group in a constructive manner.

One of the most practical instruments to help the school in widening its social outlook is the Junior Red Cross with its famous motto, "I Serve."

By serving one does not necessarily curb any creative expression, and yet there is the happy tendency to sublimate the ego. Junior Red Cross activities inject into a child's life a purposefulness, a direction, a social viewpoint.

The whole economic atmosphere is ripe for developing the service idea. And are not the schools the logical centres to lead?

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In April, 1932, at Washington, an athletic sixteen-year-old California lad stepped before a vast audience on a spot only shortly before occupied by the President of the United States. Speak-

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ing for the Junior Red Cross this boy put across an inspiring message. Confident, eager, well poised, in deadly earnestness, young Robert Mallet took charge of the Junior Red Cross Convention activities. He was ably assisted by approximately 200 boy and girl delegates from the country at large. In the several sessions of the week these children put through a constructive program which for sheer accomplishment would put an extra session of Congress to shame. They had all tasted of service to others, of looking at the rest of the world not only tolerantly, but sympathetically, yet without any sloppy sentiment.

In direct, businesslike manner these young delegates built up a program of challenging problems in human affairs. Some of it was dispatched during the week's session, some of it was to be submitted back to the widely scattered communities from which the youngsters came.

Complete reports on this work, or any part of it, as well as methods of bringing Junior Red Cross into a school, may be obtained by writing the American Red Cross at Washington, D.C. The writer is not an agent for the organization, but is becoming alive to the splendid educational opportunities which are to be found particularly in the Junior department.

"I serve" is a clarion call, whose challenge educators will not fail to catch. As the seed of Junior Red Cross activities takes root more and more in our educational units, the social growth which is sure to follow will help greatly in solving some of our complex problems in human affairs.

BOOK TABLE

STORE SALESMANSHIP. By Norris A. Brisco, Grace Griffith and O. Preston Robinson. Cloth. 413 pages. Illustrated. New York: Prentice-Hall, Inc.

Unmarketable education is often as useless to the student as unsalable products of farm. This book is focused from start to finish to provide ability to get a salesman a job, to increase his skill, and advance his opportunity to demonstrate ability to sell the right thing, at the right time, in the right market.

The world crisis makes skill in salesmanship a high art in business. It is useless to try to market a textbook that does not sell itself by meeting every need of the new responsibility, and this combination of special talent makes it possible to create a book that is adapted in every particular to the preparation of any product, raised or made today, satisfactory in quality, price and attractiveness to meet the rivalry of salesmanship which is keener than ever before.

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"Store Salesmanship" meets every requirement of today wisely and brilliantly.

THE ADMINISTRATION OF AMERICAN EDUCATION WITH ESPECIAL REFERENCE TO PERSONNEL FACTORS. By Frank Pierrepont Graves. Cloth. 631 pages. New York: The Macmillan Company.

This is the most important book on this subject that has been written or is likely to be written, because the author, Dr. Frank Pierrepont Graves, has the most responsible public school position in the new world, has had highly-important public school experience, has presented every phase of the administration of public education with great care.

This book is historically complete, reliable in every detail, attractive in presentation, and meets every need practically, scientifically and philosophically.

Dr. Graves has been vitally active in educational service for forty-four years. He has been president of state universities in three states—New York, Wyoming, Washington—on the faculty of twelve leading colleges and universities, and has been on the faculty at some time of more than fifty colleges and universities of the old world and the new.

There has been no time in the last forty-four years that Dr. Graves has not been in active and highly-responsible service in education.

For the past eleven years he has had the best opportunity, the greatest public school responsibility that any one has ever held in the new world. His tenure is secure, and he is the only school official of whom we know whose administrative decisions cannot be challenged by any court action.

Everything combines to make "The Administration of American Education" in a class by itself in every way.

THE ART OF SPEAKING. A Textbook for Colleges, Normal Schools and High Schools, and Handbook for Individual Speakers. By Jonathan Rigdon, Central Normal College, Danville, Indiana. Indianapolis and Danville, Indiana: Indiana Publishing Company.

Dr. Jonathan Rigdon has been a creator of educational leaders of Indiana for half a century. He has an exceptional personality, has created opportunities, and has met responsibilities remarkably well.

We have watched the exceptional success of Jonathan Rigdon because it has been a personal creation. It has never sought the aid of artificial devices or senseless recognition. He has been one of the few leaders in education who have made the most of native ability.

He has been a broader scholar every decade, a more devoted Indianian, a more skillful neighborhood promoter, and a more artistic speaker.

The Central Normal College of Danville has never achieved a satisfactory level at which to establish a professional plateau. Jonathan Rigdon's institutional creation has been an attainment through incidental personal activities.

"The Art of Speaking" is the grouping of the science and philosophy of platform attainment, which reveals the way in which Jonathan Rigdon gave the Danville College an intellectual, emotional, oratorical, physical, artistic personality.

It is a personal joy to have this book, which is a masterpiece in the art of being natural through the transformation of individuality into personality in the lengthened life of a man like Jonathan Rigdon.

PETER AND NANCY IN EUROPE. By Mildred Houghton Comfort. Cloth. 208 pages. Beautifully illustrated. Chicago: Beckley-Cardy Company.

Publishers keenly appreciate that the world crisis makes it necessary to have schoolbooks every way more valuable as well as more fascinating than in boom times. One of the most important features of the present new schoolbook is that it must meet real school-subject need, of which geography is especially valuable at present.

The world crisis gives "world geography" a new school significance. It must appeal directly to the life of children.

"Peter and Nancy in Europe" is a brilliant conception of a way to make every boy and girl think they are boys and girls really in the countries of which they are reading.

From the first sentence the pupil really experiences an intense personal wish to know how boys and girls play, travel, buy and sell, eat and sleep, in the various cities and countries of Europe.

There is a fascination in learning how different every country in Europe is from every other country in Europe, and how like something in every country in Europe is like something in the United States.

Peter and Nancy knew of something they were to see in every country in Europe that they were to visit because they had known somebody at home who had come from that country.

"Peter and Nancy in Europe" is teaching the science and art of writing school textbooks in geography more skillfully and more pedagogically than we have seen it taught by professional geography makers.

This book makes American boys and girls use what they know about our composite population from daily life in reading about typical cities in various countries of Europe.

Books Received

"A Charter for the Social Sciences." By Charles A. Beard. American Historical Association. New York City: Charles Scribner's Sons.

"The Education Crisis in Sweden." By Bogoslovsky. New York City: Columbia University.

White House Conference publications: "The Delinquent Child," "Children's Reading," "Social Hygiene in Schools," "Safety Education in Schools," "Home and School Cooperation," "Administration of School Health Program," "The School Health Program," "Organization for the Care of Handicapped Children." New York: The Century Company.

"Experimental Study of Educational Influences of Typewriter in Elementary School Classroom." By Wood and Freeman. "The Administration of American Education." By Frank P. Graves. "Standard Practices in Teaching." By Bagley and MacDonald. "Elementary World History." By Beard and Bagley. "Elementary English Work Books." Book 3. By P. H. Deffendall. New York: The Macmillan Company.

The News Digest

CURRENT EVENTS IN THE WORLD OF EDUCATION—A TIME-SAVING FEATURE

Protecting Health Of School Child Guards Society

PROVIDENCE, R. I. — The problem of placing school medical inspection service under the health or under the educational authorities has received much attention for many years, declares Dr. Morris L. Grover, director of rural hygiene of the Rhode Island Public Health Commission. In general, a great percentage of the large cities have the service under the boards of health, while in the smaller communities it is a function of the educational authorities, he says.

"The reason for this may be explained," Dr. Grover points out, "in the fact that in large cities the boards of health are usually well organized and have adequate machinery for carrying out the important service of health supervision of school children. In the small towns and rural communities where the health officer is often a part-time employe without qualified training or experience, the school authorities naturally feel the responsibility of assuming this function.

"It is the general view of health authorities that the health problem of the school child is an essential part of any co-ordinated program of communal health conservation. It seems quite reasonable for boards of health to assume this service when their machinery for performing it becomes fully adequate. While it is true of larger cities, in smaller communities where health boards are not capable of assuming any responsibility beyond the superficial control of contagious disease, the responsibility of providing the school children with medical inspection service should rest with the school authorities."

Each Truant Costs City 46 Cents a Day

NEW YORK. — Members of the Board of Education were informed recently that a day's absence of a high school student costs the city forty-six cents. To cut down such waste a new attendance district was instituted in Brooklyn, and local school districts, heretofore numbered from one in Manhattan to fifty-four in Staten Island, will be renumbered, starting with one in each borough.

Usefulness Taught to Fullest Extent in Public Schools

LOUISVILLE, Ky.—"The purpose of the public school system is, perhaps, lost sight of—clouded in terms of dollars and cents and made to apply only to the economic advantages that result from education," recently stated L. N. Taylor, agent of rural school supervision, Kentucky Department of Public Instruction.

"True it is that education does fit the student for a place in the economic scheme of things," he says, "and does better his chances for obtaining a greater share of material benefits than would fall to his lot if he were deprived of this opportunity. There is, however, another consideration derived from education that should not be taken lightly.

"If viewed in its proper light it will not only appear in its true colors, but will be seen to result directly from the work done while a student in the public schools. This consideration is happiness.

"Happiness is connected with usefulness. It is in the public schools that usefulness is taught to its fullest extent.

"Students in school are taught a variety of ways in which to serve the community, state and nation in which they live. It is a compensation of life that by serving yourself best, you also serve the community in which you live best. It is in this that education serves its greatest need, fills its noblest purpose.

"Schools were not established for the primary purpose of enabling individuals to attain the greatest wealth, the most glowing reputation in some field of endeavor insomuch as that pertains to individual advancement. Such a purpose would be defeating its own end. The opportunities provided are such, that though such results may and should be attained, it should be for the service that students are equipped to render by such opportunities. Happiness comes from constructive things, and service to humanity is not a trite nor hackneyed expression in which meaning is lost by repetition."

ALIEN STUDENTS BARRED FROM JOBS

Department of Labor's Rule Against Their Taking Work to Pay Expenses is Protested

WASHINGTON. — Secretary of Labor William N. Doak's recent anterpretation of immigration laws to the effect that any immigrant admitted as a non-quota student "who engages in any business or occupation for profit, or who labors for hire" shall be deemed "to have abandoned his status as an immigrant student and shall, upon the warrant of the Secretary of Labor, be taken into custody and deported," evoked vehement nation-wide protests from leading educators despite a later modification of the ruling. The modification permits non-quota students to accept a scholarship or fellowship, while others may work in exchange for their room and board, or in part payment of their tuition, but not for money to apply on their expenses.

The Department of Labor estimates that there are in this category around 6,000 alien students in the United States. The number of non-quota students likely to be directly affected by the "no work" regulation is variously estimated at a figure ranging between 1,500 and 2,500.

Among those commenting on the ruling were Dr. William John Cooper, Federal Commissioner of Education, who said: "The possibilities for harm of such a policy far exceed any good that might be accomplished by it." Dr. John H. MacCracken, associate director of the American Council on Education, declared the interpretation "appears to most of us unnecessary, cruel and unworthy of the nation." Dr. Nicholas Murray Butler, of Columbia University, characterized it as "reactionary, stupid and clearly against the interest of the American people and their influence in the world." F. J. Kelly, in charge of the division of colleges and professional schools in the office of education, is of the opinion that "the whole policy is wrong."

Dr. Harry E. Edmonds, director of the International House in New York City, described the act as an "ungracious, high-handed interpretation of law." President Livingston Farrand, of Cornell University, said that it seemed to him "not only unfair but short sighted and unwise." President James L. McConaughy, of Wesleyan University, warned that the regulation

would engender ill-feeling among the foreign countries, adding that it is "inconceivable" that the ruling should be applied to students already enrolled. President Daniel L. Marsh, of Boston University, termed it "both unwise and unjust."

Others joining in the protest were New York University faculty members and undergraduates, the foreign students committee at Harvard University, Arthur Howe, president of Hampton Institute in Virginia; the Foreign Trade Club, of New York University; Dr. Frederick B. Robinson, president of City College, New York; H. S. Reuss, editor of The Cornell Daily Sun; George S. Counts, associate director of the International Institute of Teachers' Colleges, and Dr. Harold Rugg, American Director of the New International Educational Fellowship.

Dr. Karl Taylor Compton, president of Massachusetts Institute of Technology, said that it will conform to the new regulation and will co-operate in making it effective. Ralph M. Easley, chairman of the executive committee of the National Civic Federation, in a letter to Secretary Doak, said it might be well for the world if, instead of being encouraged to attend our educational institutions, foreign students were not permitted to do so.

Student nationals of the non-quota countries of Canada, Newfoundland, Mexico, Cuba, Haiti, the Dominican Republic, and Central and South America are not affected by the recent interpretation.

Students With Cars Get Best Marks

GRANVILLE, O.—The automobile as an aid to education has friends in the faculty of Unison University here. Statistics of the college showed that men students who drove cars on the campus last year made grades twenty-six per cent. higher than the average of students who walked.

Board Disturbed Over Married Teachers

SOMERVILLE, Mass. — Discussion of the status of married public school teachers in Somerville resulted in a spirited session of the school committee recently during which John C. Kelleher said that he will produce the names of fourteen married teachers who live outside the city and own property. Mr. Kelleher had submitted an order calling for Everett Ireland, superintendent of schools, to send to each member of the committee a report on an investigation of married teachers. Dr. Francis Fitzpatrick reminded the members that a state law will prevent the discharge of married teachers.

Hikes 2,700 Miles For Education

HAMILTON, N. Y.—Weary from loss of sleep and ten pounds lighter than when he started, William Summers, of Brownsville, Texas, arrived here to enter Colgate. He hitch-hiked the 2,700 miles from his home city. Summers said he was ten days en route, but slept only three nights, and had little to eat. He produced a good scholastic record in order to be admitted by the university. He also wants to make the football team.

Students Protest Loyalty Pledge

PITTSBURGH, Pa.—A new pledge required of all University of Pittsburgh undergraduates, admittedly as a move against so-called "radicalism," brought protests from some students. The students are required to pledge their loyalty to the United States Constitution, the Pennsylvania constitution and the university regulations. University authorities denied it was as a result of the recent decision of County Judge M. A. Musmanno, scoring the university in fining three students who had planned a pacifist demonstration. One group of students among the 6,000 who have signed the pledge planned to present a petition demanding that the university explain in full its reasons for requiring the pledge, a spokesman for the group said. Students who refuse to sign the pledge—and so far there has been none, according to Mr. Weber, business manager of the university — will be asked to give their reasons for not signing.

Ten Cents Daily Pays School Bill

WASHINGTON. — Ten cents a day from each person of voting age in the United States would pay the entire bill for public education of almost 26,500,000 pupils and students. This fact is presented in the statistical summary of education just released by the Federal Office of Education.

The annual cost for publicly-controlled education per adult, twenty-one years of age and over in 1930, according to the study, was $36.42. The total cost was a little more than two and a half billion dollars.

An additional two or three cents a day for the voting population finances private education, which cost slightly more than a half billion dollars in 1930. Private educational institutions enrolled 3,500,000 pupils and students.

MANCHURIAN CRISIS

Japanese Schoolboy Writes "Mayor" of Washington

WASHINGTON.—The Manchurian question, it seems to Chikai Hojio, Japanese schoolboy, is not fully understood in Washington. In a letter sent to the "Estimable Mayor of Washington" he said:—

"Pardon me, Mayor, that I ask for your permission. According to foreign telegrams, a general outcry arose against for Japanese troops at Manchukuo, in America. At first thought it must be strange. But please more understand for Manchukuo, as President Ruzevelt said, 'For the Eastern it is necessary to watch, protect themselves.' Our troops there are for the Asian peace and for the world peace. . . . America is the country of the general outcry, peace, too. Mayor!

"Please lead (if America could) for general outcry to stop a fleet maneuver on Pacific Ocean, put Japan for pyhosesis enemy. Because from the man down to boy are put into the animosity each other. Please Mayor, lead the American's general outcry rightfully."

Chikai is a student in the Takasu School, Giju prefecture. In his role as internationalist, even though laboring under some lingual difficulties, he took it upon himself to send the above thumb-nail sketch of matters to this Government's capital city.

Japanese Add To Their Slang

TOKYO.—The newest thing in Japanese slang is "Y-pert," meaning a superexpert. Its etymology is as follows: If a man is highly skilled in anything, say baseball, the Japanese say that nobody stands to his right. He is an expert. Now in the alphabet Y comes to the right of X, therefore a Y-pert is more skilled than an expert.

Foresees the End of "Fad" Education

BOSTON. — Fads and ridiculous schemes "dignified by the epithet 'education'" are doomed to pass in this third year of the depression, according to the sentiments expressed by Dr. Jane Louise Mesick, dean of Simmons College, at the first student assembly of the year. Miss Mesick said she saw a marked strengthening of relationships between students and their parents, and students and the college, as a result of depression times. The present year, she continued, will call forth ingenuity and ability which college students never utilized before. "No one wants an end of experiments," she declared, "but the time for fads and ridiculous schemes has passed."

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College Honor-Men Head Longevity Groups

NEW YORK. — College graduates have a better chance of attaining old age than men in the population at large, and the man who is graduated with honors has a better chance than either, according to a study based on the subsequent life history of 38,269 men graduated from eight eastern colleges in the classes of 1870 to 1905, made by the Metropolitan Life Insurance Company. The college athlete, however, has a poorer chance of reaching seventy than the non-athletic type, the study disclosed. "At the age of twenty-two years, which is the base from which the study starts, the group of athletes has an expectation of life of 45.56 years, just a trifle less than the general group of graduates, with an expectation of 45.71 years. A distinctly better record is made by the honor men, who surpass the general average by just over two years, with a score of 47.73 for their expectation of life. This last figure surpasses the highest mark made in any national life table for males; the table for New Zealand, 1921-1922, which holds the record for longevity, shows an expectation of 46.91 for males at the age of twenty-two, almost a year less than the honor men."

Study New Lecture Idea

LINCOLN, Neb. — Radio lectures illustrated by lantern slides for study groups all over the country are being considered by the Association of College and University Broadcasting Stations. Delivered by specialists, the lectures would be recorded electrically, sent in turn to the thirty college stations composing the association, and then heard by groups watching lantern slides prepared for the purpose. The plan of instructors lecturing in this manner for the benefit of several groups at once has been a success at the University of Ohio. Professor J. C. Jensen, of Nebraska Wesleyan University, added the electrical recording feature, and proposed it to the radio association as a national project. The lantern slides, numbered uniformly and distributed at nominal cost, would be shifted before the audience at the beat of a gong over the radio. For the benefit of individuals unable to watch the slides with a group, pictures of the slides would be available in pamphlet form.

Fund Still Helps Newton Students

NEWTON, Mass. — Although the income of the John C. Chaffin fund has been reduced by security depreciation the number of Newton students obtaining loans this year for their college education has not been reduced, Edwin O. Childs, former mayor of Newton and secretary of the trustees, said recently. This has been accomplished, he reported, because students have required less than usual. The secretary said that fifty-seven students out of a possible sixty-seven have been aided. The fifty-seven include forty-one students already indebted to the fund, who have again received loans, and sixteen new applicants.

Afghans Plan New University

KABUL, Afghanistan.—Nadir Shah, king of Afghanistan, has decreed establishment of a national Afghan university in the new city of Darelmann, three miles from here. An educational mission will soon leave for Europe to study educational methods, secure professors, and plan the curriculum.

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EDUCATION IN CHINA

Study Deplores Effect of American Model

GENEVA.—Strong but chiefly philosophical criticism of the predominance and effects of American educational methods in China is expressed unanimously in the report of the educational mission that the League of Nations sent to China last year at China's request.

Though finding much to praise in American methods, the report deplores the half-baked or slavishly imitated ideas the Chinese get from the United States, and speaks of the "remarkable, not to say alarming, consequences of the excessive influence of the American model in Chinese education."

The report continues: "Four members of the mission, representing four different springs of European culture, came to the conclusion that the cultural traditions of Europe are more suitable than American traditions for adaptation to Chinese requirements, because, precisely, American civilization has developed in spite of a total absence of local traditions, whereas the European, like the Chinese, civilization must always take account of local traditions, dating back thousands of years. We do not wish to see European methods substituted for those imported from America."

The report goes on to advise that "it must not be the aim to Americanize or Europeanize China, but to modernize China's own national and historical individuality." It wishes "solely to warn Chinese education against superficial Americanization. Let them rather borrow that spirit of originality with which Americans have succeeded in adapting the culture of Europe to American conditions."

European Girl Will Study American Life

NEW YORK. — Miss Hertha Zwerger, of Innsbruck, Austria, who has been selected as the "average" European girl, is in the United States to pass the fall and winter in the homes of "average" American students. Arrangements to send Miss Zwerger here were made by 200 students of the American Peoples College in Europe at Oetz, Tyrol, Austria.

Miss Zwerger will go to several score of American homes in more than a dozen cities during the next few months, not as a speaker, but as a guest. Arrangements will be made for her to meet small groups, but lavish entertainment is not comtemplated, as it is the desire of the American Peoples College student to observe true American life.

The decision to bring Miss Zwerger to America and to take care of her transportation and entertainment throughout, came from the students of the college as a voluntary movement. Miss Zwerger was selected by them from a large group of European young people with whom they came in contact during their travels in nine European countries, as best representing the average European. She is twenty-three years old, a graduate of the Innsbruck Gymnasium.

School Buses Found to Be Costly

BLAIRSVILLE, Ga. — One of the problems of school life in Georgia now is the cost of transporting pupils to and from school. Blairsville, it is believed, holds the record in the matter of distance covered, for to attend the high school here some pupils travel more than seventy-four miles by bus. One of the school busses comes from the Gaddiston, Cooper's Creek and Canada sections, making the trip through historic Neel's Gap. However, in Savannah there is a veteran member of the school board who wants to see most of the bus transportation for school children abandoned. Dr. Walter S. Wilson, who was a teacher before he became a member of the board, recalls that as a boy he walked six miles to school, three miles each way—and declares that he found the experience of great value. He thinks children these days would be better off if they did the same. But Dr. Wilson lives in flat country. Up around Blairsville the hills are high, and the weather gets very cold, so probably the pupils will continue to ride in busses.

Schools Found Training Too Many Smart Critics

NEW YORK.—Moral progress is paralyzed by cynicism more than by any other factor, the Rev. Dr. W. Russell Bowie said recently at the Grace Protestant Episcopal Church, Tenth Street and Broadway. "Too much of our education is merely producing smart critics," Dr. Bowie said. "We have too many smooth opinions, and too little solid conviction. Too many graduates of even our most privileged schools and colleges—church schools included—become supercilious observers of moral issues which they do little to direct. They are not sure whether this thing is more true than that. They are inclined to doubt whether anything much matters, so they shrug their shoulders and let things slide. We want men who in private standards and in public affairs are not spending their time elaborating upon what we lack, but are going out to create what we ought to have."

WHIPPING OF CHILDREN IS SCORED AS USELESS

Present theories of punishment of juvenile delinquents need drastic revision, Professor Laurence Sears, of Ohio Wesleyan University, declares in a study of social control through punishment and reward.

Professor Sears bases his conclusions on the study of case histories of fifty "problem children" ranging in age from eight to eighteen years.

"If this study has demonstrated anything it is that punishment given under stress of strong emotions of anger is ineffective and dangerous," he asserted. "It is not only apt to be capricious, but, being born of resentments, it results in the same feeling.

"It is impossible to leave a study of punishment without a realization of how very difficult it is to make it a useful instrument for education and control. If punishment is to be effective, whether in home or school or prison, it must be regarded as a skill or, perhaps better, as an art difficult to be learned."

Corporal punishment was unsuccessful in every one of the fifty cases studied, Professor Sears said. It was at best a dangerous instrument, resulting in anger and the difficulty in persuading the victim that he had not been the unwilling vehicle for the satisfaction of another's emotional needs.

Quincy Discontinues No-School Signals

QUINCY, Mass.—No more signals will be used by the Quincy school department to indicate "no school" during stormy weather, but instead the parents will be the judge of whether their children should be permitted to attend school on stormy days, the department announced. The decision was reached after officials found that the flashing of street lights, heretofore used as signals, was inadequate, as it did not cover the entire city.

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Rabbi a Freshman In High School

WORCESTER, Mass. — A forty-year-old rabbi, with a wife and family, is a freshman student at Classical High School here, starting work with youngsters of the same age as his own children. He is Rabbi Jacob Weisenberg, who came to Worcester two years ago from Poland, unable either to write or read English. Members of the Shaari Torah Synagogue, over which he has charge, speak Hebrew, and the services are in the Hebrew tongue. But outside the synagogue many of his congregation speak English, and so the rabbi determined to learn the language of his adopted country. He plans to complete the high school course and then enter Clark University.

Driver of School Bus Demands $500 Pay Cut

PATERSON, N. J. — Martin Konesky, who for many years has transported handicapped children from their homes to Public School 2 for the Board of Education, startled board members recently by voluntarily requesting the board to retain $50 a month out of his contract "just to help along the city's finances." Konesky has had a contract to transport the eighty crippled, blind and deaf children. The contract was sent to him this year with no change made, but when Konesky returned it he suggested that he would like to return $500 for the year. "If every one would put his shoulder to the wheel rather than to try to milk the city to the last drop we might get somewhere in this bad financial situation," he said.

Brings $40,000 Suit As Sequel to Hazing

GOODLAND, Kan.—School authorities here have taken action against hazing as the result of two damage suits for $40,000 filed by Miss Georgia Hill, Moline, Ill. Miss Hill claims ten high school girls spanked her with a slipper because she violated a school tradition against "dating" for a basketball game. In her suit Miss Hill asked $20,000 from the board of education and a like amount from the ten girls, her former schoolmates.

Education Attacked Because of Depression

LAKE PLACID, N. Y. —Dr. Warren W. Coxe, director of the Educational Research Division of the State Education Department, told the convention of the State Library Association that education was being attacked because of the depression. "It has been subjected to many pressures, economic and commercial," he said. "We are tremendously weak in our power to defend ourselves. When a critical situation develops, educational leaders have very little to say."

Offers Students Fare for Voting

OBERLIN, O. — Declaring that "politics begins in the home town," Dr. Ernest Hatch Wilkins, president of Oberlin College, has offered his students free transportation to Cleveland, and excused absences from classes if they wish to vote in the presidential election. He urged them to vote "intelligently."

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Newton Upper Falls, Mass.

Grins Between Grinds

New Business

An independent enterpriser's business card reads as follows:—

Mr. Gerald Allen, Jr.
Personal Escorter

Tots and kiddies took to school and returned prompt in perfect condishion if received that way. Military disipline. Rates 25c a week. Speshiol rates to twins. Refined convershashion. All I ast is a trial.

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Sympathy

The guards went about their task of affixing the electrodes to the body of the doomed man in the electric chair. The chaplain bent over him and asked:—

"Have you any final request, my poor mortal? I am here to do anything you ask."

Doomed Man—"Yes, parson, it'll comfort me a whole lot if you will just hold my hands."

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Good For Evil

Teacher—"Robert, give me an example of returning good for evil."

Bobby—"We shouldn't try to kill time just because we know time is going to kill us."

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Also Progressive

Teacher—"What are three forms of expression by the verb?"

Pupil — "Indicative, interrogative, and imperative."

Teacher—"Give an example of each."

Pupil—"'Tom is sick'—pause—'Is Tom sick?'—longer pause—'Sic 'em Tom!'"

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Notwithstanding

A buxom negro woman came into the room where a group of women were conducting a rummage sale. Her black eyes roved around until they focused on a table of shoes. With a cry of delight she swooped down upon a pair of red satin slippers, size three double A. Holding the pair upon one palm, she inquired:—

"How much is these love-e-ly red slippahs?"

"For you?" inquired the saleswoman.

"Yaas, ma'am."

"Why, they are much too small for you, and besides one of them needs to have the heel repaired."

"That doan' matter," responded the negro woman, "Jes think how fine they will look sticking out under the aidge of mah bed!"